

PCS for HB 543

ORIGINAL

2009

1                   A bill to be entitled  
2           An act relating to high school science assessment;  
3           amending s. 1003.428, F.S.; beginning in the 2010-2011  
4           school year, requiring students entering grade 9 to  
5           earn one credit in Biology I or a series of equivalent  
6           courses in order to graduate; amending s. 1003.429,  
7           F.S.; beginning in the 2010-2011 school year,  
8           requiring students in the accelerated high school  
9           graduation program to earn one credit in Biology I or  
10          a series of equivalent courses in order to graduate;  
11          amending s. 1008.22, F.S.; removing the requirement  
12          for the administration of a comprehensive assessment  
13          of science at the high school level beginning in the  
14          2011-2012 school year; requiring the administration of  
15          an end-of-course assessment in biology or equivalent  
16          courses at the high school level beginning with the  
17          2010-2011 school year; amending s. 1008.34, F.S.;  
18          providing for the inclusion of the biology end-of-  
19          course assessment data in determining school grades  
20          beginning 2011-2012; providing an effective date.

21  
22   Be It Enacted by the Legislature of the State of Florida:  
23

24           Section 1. Subsections (1) and (2) of section 1003.428,  
25   Florida Statutes, are amended to read:

26           1003.428 General requirements for high school graduation;  
27   revised.--

28 (1) Except as otherwise authorized pursuant to s.  
 29 1003.429, beginning with students entering grade 9 ~~their first~~  
 30 ~~year of high school~~ in the 2007-2008 school year, graduation  
 31 requires the successful completion of a minimum of 24 credits,  
 32 an International Baccalaureate curriculum, or an Advanced  
 33 International Certificate of Education curriculum. Students must  
 34 be advised of eligibility requirements for state scholarship  
 35 programs and postsecondary admissions.

36 (2) The 24 credits may be earned through applied,  
 37 integrated, and combined courses approved by the Department of  
 38 Education and shall be distributed as follows:

39 (a) Sixteen core curriculum credits:

40 1. Four credits in English, with major concentration in  
 41 composition, reading for information, and literature.

42 2. Four credits in mathematics, one of which must be  
 43 Algebra I, a series of courses equivalent to Algebra I, or a  
 44 higher-level mathematics course. School districts are encouraged  
 45 to set specific goals to increase enrollments in, and successful  
 46 completion of, geometry and Algebra II.

47 3. Three credits in science, two of which must have a  
 48 laboratory component. Beginning with students entering grade 9  
 49 in the 2010-2011 school year, one of the three credits in  
 50 science must be Biology I or a series of courses that have been  
 51 approved by the State Board of Education as equivalent to  
 52 Biology I.

53 (b) Eight credits in majors, minors, or electives:

54 1. Four credits in a major area of interest, such as  
 55 sequential courses in a career and technical program, fine and

56 performing arts, or academic content area, selected by the  
57 student as part of the education plan required by s. 1003.4156.  
58 Students may revise major areas of interest each year as part of  
59 annual course registration processes and should update their  
60 education plan to reflect such revisions. Annually by October 1,  
61 the district school board shall approve major areas of interest  
62 and submit the list of majors to the Commissioner of Education  
63 for approval. Each major area of interest shall be deemed  
64 approved unless specifically rejected by the commissioner within  
65 60 days. Upon approval, each district's major areas of interest  
66 shall be available for use by all school districts and shall be  
67 posted on the department's website.

68 2. Four credits in elective courses selected by the  
69 student as part of the education plan required by s. 1003.4156.  
70 These credits may be combined to allow for a second major area  
71 of interest pursuant to subparagraph 1., a minor area of  
72 interest, elective courses, or intensive reading or mathematics  
73 intervention courses as described in this subparagraph.

74 a. Minor areas of interest are composed of three credits  
75 selected by the student as part of the education plan required  
76 by s. 1003.4156 and approved by the district school board.

77 b. Elective courses are selected by the student in order  
78 to pursue a complete education program as described in s.  
79 1001.41(3) and to meet eligibility requirements for  
80 scholarships.

81 c. For each year in which a student scores at Level 1 on  
82 FCAT Reading, the student must be enrolled in and complete an  
83 intensive reading course the following year. Placement of Level

PCS for HB 543

ORIGINAL

2009

84 2 readers in either an intensive reading course or a content  
85 area course in which reading strategies are delivered shall be  
86 determined by diagnosis of reading needs. The department shall  
87 provide guidance on appropriate strategies for diagnosing and  
88 meeting the varying instructional needs of students reading  
89 below grade level. Reading courses shall be designed and offered  
90 pursuant to the comprehensive reading plan required by s.  
91 1011.62(9).

92 d. For each year in which a student scores at Level 1 or  
93 Level 2 on FCAT Mathematics, the student must receive  
94 remediation the following year. These courses may be taught  
95 through applied, integrated, or combined courses and are subject  
96 to approval by the department for inclusion in the Course Code  
97 Directory.

98 Section 2. Subsection (1) of section 1003.429, Florida  
99 Statutes, is amended to read:

100 1003.429 Accelerated high school graduation options.--

101 (1) Students who enter grade 9 in the 2006-2007 school  
102 year and thereafter may select, upon receipt of each consent  
103 required by this section, one of the following three high school  
104 graduation options:

105 (a) Completion of the general requirements for high school  
106 graduation pursuant to s. 1003.43;

107 (b) Completion of a 3-year standard college preparatory  
108 program requiring successful completion of a minimum of 18  
109 academic credits in grades 9 through 12. At least 6 of the 18  
110 credits required for completion of this program must be received  
111 in classes that are offered pursuant to the International

112 Baccalaureate Program, the Advanced Placement Program, dual  
 113 enrollment, Advanced International Certificate of Education, or  
 114 specifically listed or identified by the Department of Education  
 115 as rigorous pursuant to s. 1009.531(3). The 18 credits required  
 116 for completion of this program shall be primary requirements and  
 117 shall be distributed as follows:

118 1. Four credits in English, with major concentration in  
 119 composition and literature;

120 2. Three credits in mathematics at the Algebra I level or  
 121 higher from the list of courses that qualify for state  
 122 university admission;

123 3. Three credits in natural science, two of which must  
 124 have a laboratory component. Beginning with students entering  
 125 grade 9 in the 2010-2011 school year, one of the three credits  
 126 in science must be Biology I or a series of courses that have  
 127 been approved by the State Board of Education as equivalent to  
 128 Biology I;

129 4. Three credits in social sciences, which must include  
 130 one credit in American history, one credit in world history,  
 131 one-half credit in American government, and one-half credit in  
 132 economics;

133 5. Two credits in the same second language unless the  
 134 student is a native speaker of or can otherwise demonstrate  
 135 competency in a language other than English. If the student  
 136 demonstrates competency in another language, the student may  
 137 replace the language requirement with two credits in other  
 138 academic courses; and

139 6. Three credits in electives; or

140 (c) Completion of a 3-year career preparatory program  
 141 requiring successful completion of a minimum of 18 academic  
 142 credits in grades 9 through 12. The 18 credits shall be primary  
 143 requirements and shall be distributed as follows:

144 1. Four credits in English, with major concentration in  
 145 composition and literature;

146 2. Three credits in mathematics, one of which must be  
 147 Algebra I;

148 3. Three credits in natural science, two of which must  
 149 have a laboratory component. Beginning with students entering  
 150 grade 9 in the 2010-2011 school year, one of the three credits  
 151 in science must be Biology I or a series of courses that have  
 152 been approved by the State Board of Education as equivalent to  
 153 Biology I;

154 4. Three credits in social sciences, which must include  
 155 one credit in American history, one credit in world history,  
 156 one-half credit in American government, and one-half credit in  
 157 economics;

158 5. Three credits in a single vocational or career  
 159 education program, three credits in career and technical  
 160 certificate dual enrollment courses, or five credits in  
 161 vocational or career education courses; and

162 6. Two credits in electives unless five credits are earned  
 163 pursuant to subparagraph 5.

164 Section 3. Paragraph(c) of subsection (3) of section  
 165 1008.22, Florida Statutes, is amended to read:

166 1008.22 Student assessment program for public schools.

PCS for HB 543

ORIGINAL

2009

167 (3) STATEWIDE ASSESSMENT PROGRAM.--The commissioner shall  
168 design and implement a statewide program of educational  
169 assessment that provides information for the improvement of the  
170 operation and management of the public schools, including  
171 schools operating for the purpose of providing educational  
172 services to youth in Department of Juvenile Justice programs.  
173 The commissioner may enter into contracts for the continued  
174 administration of the assessment, testing, and evaluation  
175 programs authorized and funded by the Legislature. Contracts may  
176 be initiated in 1 fiscal year and continue into the next and may  
177 be paid from the appropriations of either or both fiscal years.  
178 The commissioner is authorized to negotiate for the sale or  
179 lease of tests, scoring protocols, test scoring services, and  
180 related materials developed pursuant to law. Pursuant to the  
181 statewide assessment program, the commissioner shall:

182 (c) Develop and implement a student achievement testing  
183 program known as the Florida Comprehensive Assessment Test  
184 (FCAT) as part of the statewide assessment program to measure a  
185 student's content knowledge and skills in reading, writing,  
186 science, and mathematics. Other content areas may be included as  
187 directed by the commissioner. Comprehensive assessments of  
188 reading and mathematics shall be administered annually in grades  
189 3 through 10. Comprehensive assessments of writing ~~and science~~  
190 shall be administered at least once at the elementary, middle,  
191 and high school levels. Comprehensive assessments of science  
192 shall be administered at least once at the elementary, middle,  
193 and high school levels. Beginning with the 2010-2011 school  
194 year, an end-of-course assessment in biology shall be

PCS for HB 543

ORIGINAL

2009

195 administered as a field test at the high school level. For the  
196 2011-2012 school year, each student's performance on the end-of-  
197 course assessment shall constitute 30 percent of the student's  
198 final course grade. Beginning in 2011-2012 the end-of-course  
199 assessment in biology shall replace the comprehensive assessment  
200 of science given at the high school level. Beginning in the  
201 2012-2013 school year, students must earn a passing score on the  
202 end-of-course assessment in biology in order to pass the course  
203 and receive course credit. End-of-course assessments for a  
204 subject may be administered in addition to the comprehensive  
205 assessments required for that subject under this paragraph. An  
206 end-of-course assessment must be rigorous, statewide,  
207 standardized, and developed or approved by the department. The  
208 content knowledge and skills assessed by comprehensive and end-  
209 of-course assessments must be aligned to the core curricular  
210 content established in the Sunshine State Standards. The  
211 commissioner may select one or more nationally developed  
212 comprehensive examinations, which may include, but need not be  
213 limited to, examinations for a College Board Advanced Placement  
214 course, International Baccalaureate course, or Advanced  
215 International Certificate of Education course or industry-  
216 approved examinations to earn national industry certifications  
217 as defined in s. 1003.492, for use as end-of-course assessments  
218 under this paragraph, if the commissioner determines that the  
219 content knowledge and skills assessed by the examinations meet  
220 or exceed the grade level expectations for the core curricular  
221 content established for the course in the Next Generation  
222 Sunshine State Standards. The commissioner may collaborate with

223 the American Diploma Project in the adoption or development of  
224 rigorous end-of-course assessments that are aligned to the Next  
225 Generation Sunshine State Standards. The testing program must be  
226 designed as follows:

227 1. The tests shall measure student skills and competencies  
228 adopted by the State Board of Education as specified in  
229 paragraph (a). The tests must measure and report student  
230 proficiency levels of all students assessed in reading, writing,  
231 mathematics, and science. The commissioner shall provide for the  
232 tests to be developed or obtained, as appropriate, through  
233 contracts and project agreements with private vendors, public  
234 vendors, public agencies, postsecondary educational  
235 institutions, or school districts. The commissioner shall obtain  
236 input with respect to the design and implementation of the  
237 testing program from state educators, assistive technology  
238 experts, and the public.

239 2. The testing program shall be composed of criterion-  
240 referenced tests that shall, to the extent determined by the  
241 commissioner, include test items that require the student to  
242 produce information or perform tasks in such a way that the core  
243 content knowledge and skills he or she uses can be measured.

244 3. Beginning with the 2008-2009 school year, the  
245 commissioner shall discontinue administration of the selected-  
246 response test items on the comprehensive assessments of writing.  
247 Beginning with the 2012-2013 school year, the comprehensive  
248 assessments of writing shall be composed of a combination of  
249 selected-response test items, short-response performance tasks,  
250 and extended-response performance tasks, which shall measure a

251 student's content knowledge of writing, including, but not  
 252 limited to, paragraph and sentence structure, sentence  
 253 construction, grammar and usage, punctuation, capitalization,  
 254 spelling, parts of speech, verb tense, irregular verbs, subject-  
 255 verb agreement, and noun-pronoun agreement.

256 4. A score shall be designated for each subject area  
 257 tested, below which score a student's performance is deemed  
 258 inadequate. The school districts shall provide appropriate  
 259 remedial instruction to students who score below these levels.

260 5. Except as provided in s. 1003.428(8)(b) or s.  
 261 1003.43(11)(b), students must earn a passing score on the grade  
 262 10 assessment test described in this paragraph or attain  
 263 concordant scores as described in subsection (10) in reading,  
 264 writing, and mathematics to qualify for a standard high school  
 265 diploma. The State Board of Education shall designate a passing  
 266 score for each part of the grade 10 assessment test and the end-  
 267 of-course assessment in biology. In establishing passing scores,  
 268 the state board shall consider any possible negative impact of  
 269 the test on minority students. The State Board of Education  
 270 shall adopt rules which specify the passing scores for each part  
 271 of the grade 10 assessment test and the end-of-course assessment  
 272 in biology ~~the grade 10 FCAT~~. Any such rules, which have the  
 273 effect of raising the required passing scores, shall apply only  
 274 to students taking the assessment ~~grade 10 FCAT~~ for the first  
 275 time after such rules are adopted by the State Board of  
 276 Education.

277 6. Participation in the testing program is mandatory for  
 278 all students attending public school, including students served

279 | in Department of Juvenile Justice programs, except as otherwise  
280 | prescribed by the commissioner. If a student does not  
281 | participate in the statewide assessment, the district must  
282 | notify the student's parent and provide the parent with  
283 | information regarding the implications of such nonparticipation.  
284 | A parent must provide signed consent for a student to receive  
285 | classroom instructional accommodations that would not be  
286 | available or permitted on the statewide assessments and must  
287 | acknowledge in writing that he or she understands the  
288 | implications of such instructional accommodations. The State  
289 | Board of Education shall adopt rules, based upon recommendations  
290 | of the commissioner, for the provision of test accommodations  
291 | for students in exceptional education programs and for students  
292 | who have limited English proficiency. Accommodations that negate  
293 | the validity of a statewide assessment are not allowable in the  
294 | administration of the FCAT. However, instructional  
295 | accommodations are allowable in the classroom if included in a  
296 | student's individual education plan. Students using  
297 | instructional accommodations in the classroom that are not  
298 | allowable as accommodations on the FCAT may have the FCAT  
299 | requirement waived pursuant to the requirements of s.  
300 | 1003.428(8)(b) or s. 1003.43(11)(b).

301 |         7. A student seeking an adult high school diploma must  
302 | meet the same testing requirements that a regular high school  
303 | student must meet.

304 |         8. District school boards must provide instruction to  
305 | prepare students to demonstrate proficiency in the core  
306 | curricular content established in the Next Generation Sunshine

307 State Standards adopted under s. 1003.41, including the core  
308 content knowledge and skills necessary for successful grade-to-  
309 grade progression and high school graduation. If a student is  
310 provided with instructional accommodations in the classroom that  
311 are not allowable as accommodations in the statewide assessment  
312 program, as described in the test manuals, the district must  
313 inform the parent in writing and must provide the parent with  
314 information regarding the impact on the student's ability to  
315 meet expected proficiency levels in reading, writing, and  
316 mathematics. The commissioner shall conduct studies as necessary  
317 to verify that the required core curricular content is part of  
318 the district instructional programs.

319 9. District school boards must provide opportunities for  
320 students to demonstrate an acceptable level of performance on an  
321 alternative standardized assessment approved by the State Board  
322 of Education following enrollment in summer academies.

323 10. The Department of Education must develop, or select,  
324 and implement a common battery of assessment tools that will be  
325 used in all juvenile justice programs in the state. These tools  
326 must accurately measure the core curricular content established  
327 in the Sunshine State Standards.

328 11. For students seeking a special diploma pursuant to s.  
329 1003.438, the Department of Education must develop or select and  
330 implement an alternate assessment tool that accurately measures  
331 the core curricular content established in the Sunshine State  
332 Standards for students with disabilities under s. 1003.438.

333 12. The Commissioner of Education shall establish  
334 schedules for the administration of statewide assessments and

335 the reporting of student test results. The commissioner shall,  
336 by August 1 of each year, notify each school district in writing  
337 and publish on the department's Internet website the testing and  
338 reporting schedules for, at a minimum, the school year following  
339 the upcoming school year. The testing and reporting schedules  
340 shall require that:

341 a. There is the latest possible administration of  
342 statewide assessments and the earliest possible reporting to the  
343 school districts of student test results which is feasible  
344 within available technology and specific appropriations;  
345 however, test results must be made available no later than the  
346 final day of the regular school year for students.

347 b. Beginning with the 2010-2011 school year, a  
348 comprehensive statewide assessment of writing is not  
349 administered earlier than the week of March 1 and a  
350 comprehensive statewide assessment of any other subject is not  
351 administered earlier than the week of April 15.

352 c. A statewide standardized end-of-course assessment is  
353 administered within the last 2 weeks of the course.

354

355 The commissioner may, based on collaboration and input from  
356 school districts, design and implement student testing programs,  
357 for any grade level and subject area, necessary to effectively  
358 monitor educational achievement in the state, including the  
359 measurement of educational achievement of the Sunshine State  
360 Standards for students with disabilities. Development and  
361 refinement of assessments shall include universal design  
362 principles and accessibility standards that will prevent any

363 unintended obstacles for students with disabilities while  
 364 ensuring the validity and reliability of the test. These  
 365 principles should be applicable to all technology platforms and  
 366 assistive devices available for the assessments. The field  
 367 testing process and psychometric analyses for the statewide  
 368 assessment program must include an appropriate percentage of  
 369 students with disabilities and an evaluation or determination of  
 370 the effect of test items on such students.

371 Section 4. Paragraphs (b) and (c) of subsection (3) of  
 372 section 1008.34, Florida Statutes, are amended to read:

373 1008.34. School grading system; school report cards;  
 374 district grade.

375 (3) DESIGNATION OF SCHOOL GRADES.--

376 (b)1. A school's grade shall be based on a combination of:

377 a. Student achievement scores, including achievement  
 378 scores for students seeking a special diploma.

379 b. Student learning gains as measured by annual FCAT  
 380 assessments in grades 3 through 10; learning gains for students  
 381 seeking a special diploma, as measured by an alternate  
 382 assessment tool, shall be included not later than the 2009-2010  
 383 school year.

384 c. Improvement of the lowest 25th percentile of students  
 385 in the school in reading, mathematics, or writing on the FCAT,  
 386 unless these students are exhibiting satisfactory performance.

387 2. Beginning with the 2009-2010 school year for schools  
 388 comprised of high school grades 9, 10, 11, and 12, or grades 10,  
 389 11, and 12, 50 percent of the school grade shall be based on a

390 combination of the factors listed in sub-subparagraphs 1.a.-c.  
 391 and the remaining 50 percent on the following factors:

- 392 a. The high school graduation rate of the school;
- 393 b. As valid data becomes available, the performance and  
 394 participation of the school's students in College Board Advanced  
 395 Placement courses, International Baccalaureate courses, dual  
 396 enrollment courses, and Advanced International Certificate of  
 397 Education courses; and the students' achievement of industry  
 398 certification, as determined by the Agency for Workforce  
 399 Innovation under s. 1003.492(2) in a career and professional  
 400 academy, as described in s. 1003.493;
- 401 c. Postsecondary readiness of the school's students as  
 402 measured by the SAT, ACT, or the common placement test;
- 403 d. The high school graduation rate of at-risk students who  
 404 scored at Level 2 or lower on the grade 8 FCAT Reading and  
 405 Mathematics examinations;
- 406 e. As valid data becomes available, the performance of the  
 407 school's students on statewide standardized end-of-course  
 408 assessments not required for graduation, which are administered  
 409 under s. 1008.22; and
- 410 f. The growth or decline in the components listed in sub-  
 411 subparagraphs a.-e. from year to year.

412 (c) Student assessment data used in determining school  
 413 grades shall include:

- 414 1. The aggregate scores of all eligible students enrolled  
 415 in the school who have been assessed on the FCAT and statewide  
 416 standardized end-of-course assessments required for graduation

417 including, beginning in 2011-2012, the biology end-of-course  
418 assessment.

419       2. The aggregate scores of all eligible students enrolled  
420 in the school who have been assessed on the FCAT and who have  
421 scored at or in the lowest 25th percentile of students in the  
422 school in reading, mathematics, or writing, unless these  
423 students are exhibiting satisfactory performance.

424       3. Effective with the 2005-2006 school year, the  
425 achievement scores and learning gains of eligible students  
426 attending alternative schools that provide dropout prevention  
427 and academic intervention services pursuant to s. 1003.53. The  
428 term "eligible students" in this subparagraph does not include  
429 students attending an alternative school who are subject to  
430 district school board policies for expulsion for repeated or  
431 serious offenses, who are in dropout retrieval programs serving  
432 students who have officially been designated as dropouts, or who  
433 are in programs operated or contracted by the Department of  
434 Juvenile Justice. The student performance data for eligible  
435 students identified in this subparagraph shall be included in  
436 the calculation of the home school's grade. As used in this  
437 section and s. 1008.341, the term "home school" means the school  
438 to which the student would be assigned if the student were not  
439 assigned to an alternative school. If an alternative school  
440 chooses to be graded under this section, student performance  
441 data for eligible students identified in this subparagraph shall  
442 not be included in the home school's grade but shall be included  
443 only in the calculation of the alternative school's grade. A  
444 school district that fails to assign the FCAT scores of each of

445 its students to his or her home school or to the alternative  
 446 school that receives a grade shall forfeit Florida School  
 447 Recognition Program funds for 1 fiscal year. School districts  
 448 must require collaboration between the home school and the  
 449 alternative school in order to promote student success. This  
 450 collaboration must include an annual discussion between the  
 451 principal of the alternative school and the principal of each  
 452 student's home school concerning the most appropriate school  
 453 assignment of the student.

454 4. Beginning with the 2009-2010 school year for schools  
 455 comprised of high school grades 9, 10, 11, and 12, or grades 10,  
 456 11, and 12, the data listed in subparagraphs 1.-3. and the  
 457 following data as the Department of Education determines such  
 458 data are valid and available:

459 a. The high school graduation rate of the school as  
 460 calculated by the Department of Education;

461 b. The participation rate of all eligible students  
 462 enrolled in the school and enrolled in College Board Advanced  
 463 Placement courses; International Baccalaureate courses; dual  
 464 enrollment courses; Advanced International Certificate of  
 465 Education courses; and courses or sequence of courses leading to  
 466 industry certification, as determined by the Agency for  
 467 Workforce Innovation under s. 1003.492(2) in a career and  
 468 professional academy, as described in s. 1003.493;

469 c. The aggregate scores of all eligible students enrolled  
 470 in the school in College Board Advanced Placement courses,  
 471 International Baccalaureate courses, and Advanced International  
 472 Certificate of Education courses;

473 d. Earning of college credit by all eligible students  
 474 enrolled in the school in dual enrollment programs under s.  
 475 1007.271;

476 e. Earning of an industry certification, as determined by  
 477 the Agency for Workforce Innovation under s. 1003.492(2) in a  
 478 career and professional academy, as described in s. 1003.493;

479 f. The aggregate scores of all eligible students enrolled  
 480 in the school in reading, mathematics, and other subjects as  
 481 measured by the SAT, the ACT, and the common placement test for  
 482 postsecondary readiness;

483 g. The high school graduation rate of all eligible at-risk  
 484 students enrolled in the school who scored at Level 2 or lower  
 485 on the grade 8 FCAT Reading and Mathematics examinations;

486 h. The performance of the school's students on statewide  
 487 standardized end-of-course assessments administered under s.  
 488 1008.22; and

489 i. The growth or decline in the data components listed in  
 490 sub-subparagraphs a.-h. from year to year.

491  
 492 The State Board of Education shall adopt appropriate criteria  
 493 for each school grade. The criteria must also give added weight  
 494 to student achievement in reading. Schools designated with a  
 495 grade of "C," making satisfactory progress, shall be required to  
 496 demonstrate that adequate progress has been made by students in  
 497 the school who are in the lowest 25th percentile in reading,  
 498 mathematics, or writing on the FCAT, unless these students are  
 499 exhibiting satisfactory performance. Beginning with the 2009-  
 500 2010 school year for schools comprised of high school grades 9,

PCS for HB 543

ORIGINAL

2009

501 10, 11, and 12, or grades 10, 11, and 12, the criteria for  
502 school grades must also give added weight to the graduation rate  
503 of all eligible at-risk students, as defined in this paragraph.  
504 Beginning in the 2009-2010 school year, in order for a high  
505 school to be designated as having a grade of "A," making  
506 excellent progress, the school must demonstrate that at-risk  
507 students, as defined in this paragraph, in the school are making  
508 adequate progress.

509 Section 5. This act shall take effect July 1, 2009.